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ABSTRACT

This document contains two keynote papers presented at the 1996 conference of the Academy of Human Resource Development (AHRD). "Partnering for Research: The Ford Design Institute/UGA (University of Georgia) Research Project" (Karen E. Watkins, Lewis J. Bellinger) describes the Ford Design Institute's Manager as Instructor project and the joint research conducted by the Ford Motor Company and the University of Georgia to assess the effectiveness of the manager-as-instructor approach. "The Partnership Journey from Satisfaction to Performance: Human Resource Development Becomes a World-Class Business Partner" Timothy R. McClernon, Richard A. Swanson) discusses actions that have been taken by a large national company's training department to make the transition from being a provider of traditional training to being a provider of performance-based human resource development (HRD). The following elements are identified as key to the department's transition: (1) establishment of a business roundtable; (2) revision of its process for evaluating training program success by focusing on contributions to business performance rather than on participant satisfaction; and (3) formation of a business-scholarship partnership. Papers contain references. (MN)

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ED 403 497

KEYNOTE PRESENTATION
HRD INTEGRITY THROUGH BUSINESS-RESEARCH PARTNERSHIPS

Moderator: Wim J. Nijhof, University of Twente

Partnering for Research: The Ford Design Institute/UGA Research Project

Karen E. Watkins, University of Georgia
Lewis J. Bellinger, Ford Design Institute, Ford Motor Company

The Partnership Journey from Satisfaction to Performance: Human Resource Development Becomes a World-Class Business Partner

Timothy R. McClernon, CIGNA
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Partnering for Research: The Ford Design Institute/UGA Research Project

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This paper describes the Ford Design Institute's Manager as Instructor project and the joint research project conducted with UGA to assess its effectiveness. Partnering between corporate and university researchers gave greater depth and quality to the research process.

The Ford Design Institute's mission at Ford Motor Company is to change the fundamental way in which vehicles are designed and manufactured within Ford. Education and training is being used as the pivotal process to bring about this change. One key element of this educational process is using technical managers as instructors in a top-down cascading training environment. Since this type of training delivery is a relatively new process within Ford, it was critical that it's effectiveness be documented. The purpose of this collaborative research was to empirically document the effectiveness of this process as a change strategy and to delimit the boundaries of the approach.

Collaboration between business and universities is hardly new, yet there is an increasing need for research which responds to significant business' educational needs. This research sought to help FMC make sound decisions about its future use of the manager as instructor approach.

The Manager as Instructor Project

The Ford Design Institute was created in January of 1992. Senior management took control of technical training because they believed that technical information and skills were not moving out into the engineering community fast enough. Moreover, the type of skill needed was not an incremental improvement but a significant transformation in how automobiles are engineered at Ford. The new process was to be taught to the approximately 19,000 engineers. It was estimated that this would take about 50-100 hours per engineer or roughly 1.9 million hours of training! FDI was faced with an enormous challenge. The FDI board consisted of high level individuals from TI, Xerox, Hewlett Packard, etc. and Xerox had used a process called LUTI [Learn, Use, Teach, Inspect] to teach large numbers of individuals in a compressed time period.

LUTI. This approach called for managers to serve as instructors following a sequence in which they would Learn the subject themselves, Use the skills in their work, Teach it to others, and Inspect others' use of the new skills. Grounded in solid learning theory, the approach was accepted at Ford. It was also adapted. Managers did not Use the innovation before teaching it nor were they expected to Inspect the use of the skills once they had taught them. Since March of 1993 when the first course was taught in this manner, over 11,000 engineers have taken the course. Evaluations of the course were very positive. On an early FDI survey of 1,467 participants, 83% of participants gave an overall satisfaction rating of 4 or 5 on a 5 point scale. When asked whether the manager as instructor concept supports the learning experience, 83% of respondents gave a rating of 4 or 5.

Yet, some managers questioned whether the time invested was worth the outcome. A second study by FDI assessed learning by participants. Results of this study were also positive. Nevertheless, human resources challenged the approach and some managers continued to wonder whether or not serving as an instructor was the best use of their time and whether participants were learning. FDI concluded that the issues were more complex. How many managers objected to the

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approach? Were they objecting due to pedagogical reasons, personal concerns about their abilities and role demands, or a belief that this was not the best way to introduce this change? Was there some way to definitively prove that this approach was as effective or better at introducing organizational change? In order to answer these and other questions, two surveys were designed and conducted in partnership with UGA.

The Joint Research Project

Elsewhere, we describe the research project in detail (Watkins, Valentine, Ellinger, Cseh, Bellinger, Barnas, Blum, 1996; Ellinger and Watkins, 1996). Here we note points of collaboration and the impact on the research. This project was initiated when Dr. Lewis Bellinger phoned Dr. Karen Watkins Fall, 1994 to solicit a proposal for research. Subsequent to the initial phone call, Dr. Bellinger flew to Georgia and met with the research team of two faculty members and two graduate assistants that Dr. Watkins had assembled to address this issue. During the meeting, Dr. Bellinger outlined the situation described above and listed the outcomes he expected on a flip chart. Through discussion and elaboration, the UGA research team clarified these expectations and later developed a proposal for funding. This was negotiated with FMC and UGA was awarded the grant several months later. Unfortunately, the negotiation process persisted longer than anticipated, eliminating part of the window of time available at UGA to develop the surveys. Nevertheless, the UGA research team developed an initial draft of a conceptual framework for the study, research objectives, data analysis and sampling procedures, and shared these with FMC staff.

Meanwhile, at FMC, the preferred projected time window for conducting the surveys slipped by. It was hoped that the survey could be developed and conducted before the introduction of Ford 2000. Nevertheless, Ford 2000 was launched in January 1995 and the organization was involved in a top to bottom reorganization of functions. The Manager as instructor project was a small change compared to the size and scope of the new globalization effort. Also, with the reorganization, many of the participants in this project were relocated which made it more difficult to secure a sample. The human resources department also entered the picture at this point. As FDI project members reviewed the initial surveys, they began to see the need for wider support for the research. They took the grant proposal and subsequent documents to an enlarged committee for their input. This process took several months and the research project was delayed. A contract extension was granted to enable project completion. In effect, like the managers who had complained that serving as an instructor was more task on top of an already crowded schedule, the research teams had to conduct this project in addition to myriad other changing responsibilities. The net result of this was that team members e-mailed, faxed and talked by phone episodically until they had reached clarity on the research objectives. UGA revised the participant questionnaire based on the new research objectives and subsequent conversations with FDI.

A significant turning point in the project was the opportunity for two face to face meetings. In May, two of the FDI team met with Dr. Watkins at the American Society for Training and Development annual conference in Dallas and clarified their joint perceptions of what was needed in the surveys and what was not present in the initial versions. Revisions were made and sent to FDI for a retreat held in June at a local bed and breakfast inn in Athens, GA. At the retreat, all seven project members met for the first time in the same place and went over the research objectives, limitations of the research, and did an item by item analysis of the participant survey. The design specifications for the manager survey were identified and agreed upon--what it must assess vs the participant survey. The details of survey administration and sampling were worked out and a communication process established between UGA researchers and FDI staff distributing the survey. The decision was made to code the surveys to pave the way for possible follow-up surveys.

From the standpoint of collaborative research projects, this meeting was crucial. While it was intensely focused on the details of the research project, it also permitted the team to both reach consensus and to explore the constraints faced by both teams. One of the more significant constraints was the desire of FDI for the equivalent of E=MC 2d. How could they convince an engineering audience of the "truth" of our findings if they could not obtain proof with mathematical precision? From the UGA standpoint, how could we assess the comparative effectiveness of the approach when we could not compare it to other approaches either within Ford or outside of it? On the other hand, UGA was convinced that human perception and correlations

significant to the .05 level were valid measures of the effectiveness of the approach--a social science kind of truth. This issue was an important conversation both about the nature of this type of perceptual survey research and its limitations, but also about the importance to the corporation of compelling results. To influence opinions which had already begun to galvanize against the innovation would take more than the sum of all perceptions. The team discussed and clarified the limitations of this research through this conversation. While there may seem inherent in survey research of this kind and routine to researchers, the organizational impact was much more significant. As an intervention, the more compelling the data, the more data may drive decisions.

In November, surveys were distributed. Initial responses from participants suggested that a few were distressed at the use of coded response envelopes and went to considerable lengths to remove these identifying codes or to mail the survey in different envelopes. In December, a follow-up mailing was sent by UGA to all non-respondents in the original random sample reassuring non-respondents of both the need for their response and of the confidentiality of their responses. January 15th, the researchers cut off responses. Surveys were entered into the database as they came in. Data analysis was performed to determine mean responses for all items, scale or dimension means, and correlations among variables and across demographic categories.

Partnership Outcomes

As the survey results are disseminated at Ford, the outcomes of this partnership will become more evident. We look at outcomes in terms of products from this research, dissemination plans, organizational uses of these results, and contributions to knowledge.

Products from this research include two surveys which incorporate the following scales: an innovation configuration checklist for the manager as instructor approach, stages of concern of managers about serving as instructors, role fit, support for the innovation, extent of use, receptivity to organizational change, and boundaries of the change. A final report of findings from both quantitative and qualitative measures will be developed. In addition, literature reviews of innovation research, using managers as instructors, and changing roles of managers in learning organizations, were developed. Through this research, a large database of participant information was created with the potential to conduct future comparative research with this same population.

Potential outcomes also include *dissemination* of the research findings in joint articles and presentations. The project will be described at the annual conferences of the International Society for Performance and Instruction conference at Dallas, the Academy of Human Resource Development, and the American Association for Adult and Continuing Education.

More telling will be whether or not this research *influences decisions* at Ford. As Dr. Bellinger has noted, the train is gaining momentum to make a decision about the manager as instructor approach, irrespective of the results of this research. Participants appear to be satisfied with the approach and yet some managers and the training department are not. Even clearly positive research findings may not sway minds that are already made up. Yet, research of this kind is seldom that transparent. More likely, results will be open to multiple interpretations.

Other potential uses of the research in the organization include suggestions for improvement particularly involving managers in the design of future courses and in tailoring how managers will assist in the educational mission of FDI. One critical finding of this research was that only 66.6% of the participants experienced the innovation as it was intended. In fact, only 48.7% experienced it in the ideal configuration, another 17.9% experienced what FDI described as an acceptable variation, and 33.3% experienced what FDI identified as an unacceptable configuration of the innovation. As the organization makes decisions about the future of this approach, a number of implications of this finding should be considered. For example, one might ask from this statistic if FDI had sufficient power to influence use. Should future innovations incorporate more monitoring of implementation and support from top management? Further, was there confusion about what was done on the part of participants, or about what was expected on the part of managers? Since managers who implemented the program in an ideal or acceptable manner also achieved higher levels of use on the part of participants, should the program be continued with tighter monitoring of actual implementation?

Johnson and Tornatzky (1984) surveyed 118 university/industry cooperative research projects supported by the National Science Foundation to determine what project features led to successful technical and organizational outcomes. They found that, while both groups believed

that outcomes were enhanced due to the collaboration, 75% of university researchers and 31% of industry collaborators were completely satisfied with the responsiveness of the project to organizational priorities and interests (p. 12). We wonder to what extent this may be true here as well. The situation at Ford has evolved during the course of this project. Refinements have been made to the course, new courses have been added, and new delivery alternatives are being explored. We are concerned that we may have elegantly answered yesterday's questions while today's questions loom large.

The importance to partnering of goal alignment among all partners was stressed by Poirer, C. and Houser, W. (1993). We have observed the difficulty in attaining this goal without time to develop shared meaning and understanding of our different perspectives on the problems and issues. While it was clear from the beginning that all members of this team were aligned in believing that this approach at least theoretically had high potential for enhancing transfer and the organizational change mission of FDI, the usual gaps between idea and action have impacted both the research and the implementation. Not all managers implemented the process as intended; contact among research teams has been sporadic and episodic, and organizational needs have moved on. While we have a shared goal of conducting surveys to determine the effectiveness of this change, we are not yet clear about how the results can best be used both to make decisions at Ford and to add to knowledge in human resource and organizational development.

Changes in science or *contributions to knowledge* were correlated with higher levels of interaction [and in industry with involvement of more senior management and research and development staff]. In this project, an attempt was made to include senior members of HR to gain their support for the project, yet they had little involvement with the overall project. Without this wider support for the findings of this research, will we be able to influence deeper structures such as how training is designed in the future and how innovations are implemented at FMC? Will FDI incorporate the concept of the innovation configuration as a routine part of their thinking about future innovations? Will UGA researchers be able to develop measures which have the potential to tap the pulse of a moving target while speaking to issues at deep structure levels, below the surface of the presenting problem?

Recognizing that a complex change such as using managers as instructors or the robustness design concept would take years to implement, we described the present outcomes in terms of perceptions about effectiveness against a developmental change framework. Yet, like the instructors who complain that it was perhaps shortsighted to assume that you could learn to teach something by attending a course one time, we are struck by the way in which all of us have not paid sufficient attention to the time it takes for individuals and organizations to move through the learning curve. We have also observed through qualitative data analysis (Ellinger and Watkins, 1996) that, once again, learning will not lead to performance without individuals' internalization of authority to act. Yet, individuals reported greater use of the concepts of robustness as taught by their managers than was predicted by FDI researchers. Is this a function of self-directed learning, their sense that the change was mandated, or something else? We have strong measures of the organizations' use of the innovation of interest, the manager as instructor approach. Given the impact of variations from the ideal on overall outcomes, how might FDI better understand its critics? Are they more likely people who have not experienced the change at all? More interesting is that the organization may already be moving to implement a different approach before this one has matured. How can the organization learn when it is always doing something new? As is so often the case, we are left with more questions revealed by the questions we have already asked.

Looking to the Future

Corporations are becoming one of the largest institutions for education and training. At the rate they are going, they will be competing with higher educational institutions. Even now, many grant degrees. At Ford Motor Company and other knowledge based organizations, the half-life of technical knowledge keeps getting shorter. Meanwhile, time away from work is increasingly precious. FMC is committed to changing through learning to bring engineers' knowledge up to date. Yet, their business is not education. FMC anticipates that they will have to move into more and more partnerships with universities. They have always turned to engineering schools yet corporations now need to develop relationships with Colleges of Education. It is difficult to determine who is out in front since top ranked colleges and schools of education are generally

ranked based on their work with primary and secondary education. How will businesses find the programs which are best able to help corporations design educational interventions which integrate work and learning needs? What can academic HRD programs do to clarify what we do or to change what we do to be more responsive to industry needs? Through partnerships such as this one, we begin the dialogue which allows each of us to better understand long term knowledge demands.

At FMC, the corporation is expected to warranty their products for five years, to design the product robustly. This means to build services into the design of the product such as in no-iron fabric. At the university, we grant a degree and close the university's doors behind the individual. What is our obligation to ensure that the knowledge and skills students acquire during their tenure at the university will endure–at least five years?? What is the academic equivalent of a robust design? Would it be to teach people the skills of self-directed continuous learning, learning how to learn skills? Or would it be to require refresher training periodically to maintain a degree? Similarly, what can we do in a research collaboration such as this one to ensure that the organization is able to continue the research in the future to extend the knowledge, for example, creating measures which can be administered again and again such as the extent of use or stages of concern measures which are designed to evolve over the course of the change project, or templates which can be reconstrued to measure similar phenomena such as the innovation configuration checklist in these surveys? How can we collaboratively determine and address the critical unanswered questions which emerge from the research? What answers can we jointly find for problems of this size?

Through partnership, we learn another's world view. The experience helps us see the multivariate world of two organizations caught up in rapid white water change trying to learn while treading water and shouting across the thundering noise of the rapids. Moving faster and faster, we touch briefly and absorb the lesson, change minutely, and move on.

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The Partnership Journey from Satisfaction to Performance: Human Resource Development Becomes a World-Class Business Partner

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The training department of a large national company is in transition from a traditional support function to becoming a valued performance improvement business process. Key to the transition has been (1) establishment of a business roundtable, (2) the change in the success evaluation from participant satisfaction to measuring contributions to business performance and (3) a business-scholarship partnership.

Traditionally, training and development departments have focused on improving skills, knowledge, and attitudes of individuals. The confirmation of success has primarily been by measuring individuals' satisfaction with training events and, to a lesser extent, the learning that has occurred This has often resulted in training being viewed as an optional and sometimes wasteful activity by their business decision makers. What is required to transform training into an equal, value-added, critical business process within the organization?

This manuscript is about the challenge of leading a training and development effort within a large (25,000+ employees) national company. Senior management recognized that training and development was not accomplishing the objectives required to support the organizations' aggressive growth and change requirements. Yet, they did not understand exactly how they wanted to change or develop the focus. Something new was required.

What is this something new required from the training and development department to assure the success of the organization into the future? What is training and development's role in the transformation process to make the organization's vision real? This is the journey from satisfaction training to performance improvement, from training and development to human resource development (HRD) aimed at improving performance. HRD may be defined as a business process for developing and unleashing human expertise through organization and development to improve performance (based on Swanson, 1995). This has been and is a process of creating a new HRD vision, mission, and structure. It means translating the new vision and mission into actions necessary to transform training and development into an equal business partner, perceived as critical to the achievement of the organization's strategic imperatives.

The journey begins with an assessment using the metaphor of a journey. Where are we now? Where are we going? What are we interested in accomplishing that we have not accomplished before? Next we plan an itinerary: How are we going to make the journey? How much will it cost? What are the sights we will see? In this situation, we have already left on the journey. The questions are being asked as we are traveling. So much for planning. Who is planning this trip anyhow? Who are our travel companions? How do we pay for this journey? Do we spend our own money or do we get our money from someone else? If we embark on this journey, what do our sponsors expect in return? This paper will address some of the issues faced in one organization's attempt to transform itself to meet the requirements of its business environment. Maybe this journey is about coming-of-age, of growing-up, of self-discovery, of HRD becoming an adult partner in the leadership of our organizations.

Where to start?

In this organization, the training efforts had been distributed across a number of different functions and levels. A new team was formed to merge these various training activities under one umbrella: product training with sales training with technical training with operations training efforts. This "new training process" has started the journey to becoming a performance-based HRD effort.

The charter started with a request assuring that every employee receives the training they need to be successful in their position. In the sales organization, the charter is to significantly "touch" every person twice a year in a way that substantially improves their performance as verified by self-report and documented evaluation. This resulted in an overall training and performance consulting vision: we will exceed the expectations of our business partners by providing world-class performance development processes, expertise, and tools driving superior performance. We will achieve this vision by: (1) consulting with our business partners to assess performance gaps, recommend improvement strategies and shepherd on-going performance improvement, (2) designing, developing, and delivering producing HRD/performance improvement interventions for work processes and employees-- new and old, (3) evaluating the impact of HRD/performance improvement interventions focused on the strategic imperatives of achieving customer/provider satisfaction, dominating market share, maximizing profitability, and promoting a culture of winning with highly motivated, well-informed, diverse associates.

Recognizing that this required a shift in internal functioning and a realignment of relationships with customers, training staff met as a team to consider what to rename what had been a training function. Based on the perceptions of a new role in the organization they selected "Training and Performance Consulting." Training provided a connection to the past and a framework for internal customers to engage in the shifts implied by performance consulting. The name illustrated the recognition of the need to redesign HRD efforts around performance improvement from the beginning of every intervention and not to justify programs based on participant satisfaction.

Who are the customers? In the corporation, the primary customers are first and foremost the external customers. Even so, the senior management team is the intermediate and internal customer. They control the budget, set the strategic direction and initiatives, and make the final value judgments of our efforts. The senior vice-president of each functional area has specific development requirements they want fulfilled. In addition, they are the leaders of significant strategic change occurring in the organization. Defining and meeting their present and future requirements is critical to every other aspect of our journey.

How do we enable our clients to take advantage of "Performance Consulting (PC)" capabilities? To some degree, senior managers may be unsure of what to ask for, what behavior to support, how to clearly define what it is they intuitively know they need and want. How do they even evaluate if they have the right people leading the effort for them? Part of PC's job is to build the credibility required to be successful with these people on their terms. This involves not only responding to their articulated needs, but also building a relationship that allows us to redefine training as a value-added, performance-based business process which is critical to their efforts. They value numbers that demonstrate accomplishment of the specific, measurable goals for which each of them are compensated. In the end, we have to demonstrate with numbers what PC has done for them.

Another customer focus includes the employees who need knowledge and expertise. Meeting managerial expectations and leaving them satisfied are key requirements: senior managers want their people to feel as if they are being developed to do their job. Key employee populations that impact the strategic imperatives of increasing profitable revenue, improving customer service, and creating a winning culture were targeted as the highest priority. Specific initiatives were developed to strengthen and enhance employee performance.

PC's job is to help all customers understand PC as a partnership between the corporate management, local management, technical experts, performance consulting, and the individual. PC can only successfully meet their performance objectives when their partners fulfill their roles in supporting the desired performance. It might be compared to sitting at a performance roundtable, where each member is contributing their expertise, as illustrated in the following diagram. Every interaction with a training and performance consulting customer is an opportunity to educate them about the shift in training to performance consulting processes to better meet the mutual goal of performance improvement.

Figure 1. The Performance Roundtable

Systems View of Performance Consulting. A systems model of performance improvement means considering our external customer requirements and the performance required to delight the customer. This guided our search to identify the performance variables that impact customers, based on a performance analysis of which ways to improve our processes for impacting that performance, and considering our results. An overview of this system is outlined in the following diagram.

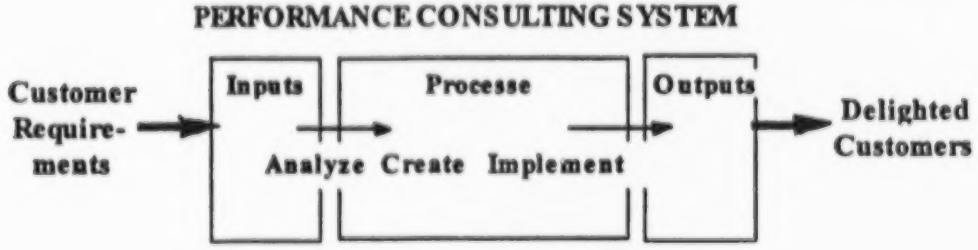

Figure 2. The Performance Consulting System

Where are we going?

Performance is the basis of the new HRD paradigm. Many training processes have focused on producing satisfaction as well as meeting the learning requirements of the organization. However, to meet the needs of the emerging organization, a performance-based approach is required. This

necessitated a consideration of performance-based tools such as are outlined in Analysis for Improving Performance: Tools for Diagnosing Organizations & Documenting Workplace Expertise by R. A. Swanson (1994), Improving Performance: How to Manage the White Space on the Organization Chart- 2nd Edition by G. A. Rummler and A. P. Brache (1995), and (based Forecasting Financial Benefits of Human Resource Development by R. A. Swanson and D. B. Gradous (1986). A basis for conducting a performance analysis is shown in the following diagram (based on Swanson, 1994, p. 52). The primary focus of training and development has traditionally been in the expertise/individual box. As shown in the Swanson model (1994, p. 51) many other factors affect performance. Yet, traditional training and development practices have failed to directly address the implications of these other factors, relegating them to other functions within the organization. If we expect managers and employees to assume a partnership role in training efforts, it is time for human resource professionals to assume a partnership role in non-training efforts. Distinguishing all the factors impacting performance is a cornerstone of the new relationship between performance consulting and its customers. In one of the first meetings the senior author had with a senior manager he commented on the poor training for newly hired sales representatives. I responded that I did not know whether or not the training they received was effective, but I did already know that there were serious product design, selection, pricing, strategy, and service problems affecting their performance. "You fix the non-training problems and I will fix the training issues," I promised. My response surprised him, in part because I demonstrated knowledge of the market and business, as well as the clear commitment to impact bottom-line results.

How are we going to make the journey?

What does it mean to run a performance improvement team versus a training and development department? It means redefining our role in understanding the business as well as reengineering our internal processes. It means basing our work on a theoretical model which can be proven/disproven or improved. Our work should be based on submitting our efforts to the rigor of scientific inquiry and to test its impact and results. It means reengineering our internal processes and structures to deliver real-time performance improvement interventions more efficiently and effectively.

We have been redefining how to balance the use of external and internal resources. Due to time constraints requiring short-term results, we are developing strategic partnerships with key vendors, rather than only building internal capabilities. We are not just buying programs, we are building partnerships so that vendors begin to operate much as internal resources would operate: knowing the business, customizing applications, assisting in scheduling and evaluation efforts.

We have been developing strategic partnerships with external sources for providing distance learning and computer-based training. Breakthroughs in technology provide a basis for creating more real-time, cost-effective approaches to each of the traditional aspects of training: assessment, design, development, implementation, and evaluation. One of the key questions we focus on is how to reengineer the training process to meet the current organization's performance requirements. For example, traditional needs assessment processes fail to provide data required for a broader performance-based approach. Often, traditional needs assessment approaches required the application of fast-cycle time technologies to be completed in a realistic time frame. The following diagram provides a framework in which to assess the capabilities required for the newly designed performance consulting team. In real life, the linear model is dynamically applied resulting in parallel activities. Caution is required such that assessment and evaluation are not simply removed from the process in an attempt to speed it up.

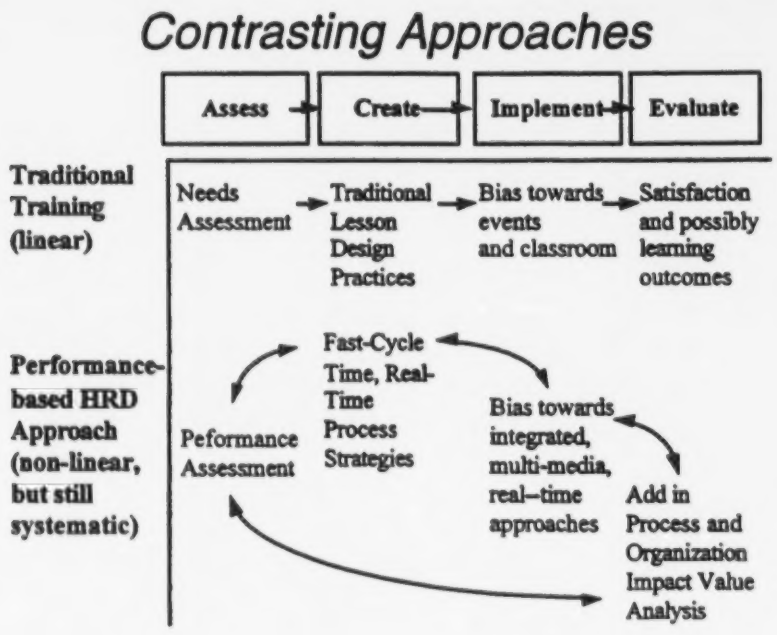

Figure 3. Contrasting Approaches to HRD

The trainer's role is moving from one of meeting planner and event-based designer to one of a business performance consultant, operating as a member of a multi-disciplined team representing such roles as home office management, field position management, compensation, recruiting, information systems, quality process champions, and business systems. Each person at the round table is an equal partner committed to improving performance. We ride a tight line: how do we transform our internal capabilities and skills while delivering immediate value to our business partners?

Evaluation and Value Analysis

Because of the focus on performance variables from the beginning, it is easier to assess the value of HRD on organizational outcomes. Traditional measures of satisfaction and learning at the individual level are still important. Unsatisfied clients and trainees would still be a problem in a performance-based approach. What is key to a performance-based system is that the performance impact be assessed at the process and organization levels as well. Performance-based HRD quantifies the impact of learning and behavior change on individual, process and organization performance.

In our example of new sales hires, we expect a performance gain for the HRD/performance improvement interventions. By quantifying the increase in performance, we can attribute a ROI fr performance improvement intervention. In the past, within the training department there were satisfaction and some learning and behavior measures collected. No attempt was made to tie these measures to impact on performance, possibly due to an unclear understanding of how learning objectives impacted performance, and no direct demand from business partners to quantify the impact.

Conclusion

We are on the journey to becoming a performance-based human resource development team. The act of partnering has been critical The scholarship partnering within the journey and allows us to ask questions that end up challenging standard theory and standard practice ,neither of which appear to be adequate for the new performance improvement, business partner role of HRD.

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